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ABSTRACT

This journal answers several questions concerning the use of volunteers in the classroom. The contents include: "Editor's Page," which discusses the growth of volunteer programs; "An Overview: Volunteer Use in Public Schools," which discusses the general aims of a volunteer program (e.g., to teachers in providing a more individualized approach, to provide enrichment experiences, to provide more attention to students' needs, and to strengthen school-community relations); "Volunteers Supply a Supplemental Resource to Schools," which looks at some specific areas in which volunteers can serve the schools and some conflicts which arise over the use of volunteers in the schools; "Program Models for Volunteers in Education," which discusses two types of models developed by the state of Ohio (process and program); "Legal Aspects of Volunteer Utilization," which discusses the liability school districts or their employees may have for tortious acts of their volunteers and the insurance coverage school volunteers may or should have; and "Evaluating the Use of Volunteer Resources in the School," which discusses establishing criteria for determining the effectiveness of volunteer resources. (WR)

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EDITORIAL

Dr. Paul C. Hayes

According to a survey by the National School Public Relations Association, more than two million volunteers are helping out with 3,000 programs in the nation's schools. New York City began its program in 1956 with 20 volunteers and now has over 2,000. Los Angeles has more than 10,000 volunteers donating time worth about $700,000 per year. Chicago City Schools' Head Start Volunteers alone donate time worth $460,000.

In the State of Ohio, the public schools have more than 10,000 volunteers who are working in about 75% of the schools of the state. Many of these volunteer programs are a direct result of project Reach Out begun by the State Department of Education in February, 1972.

There are many reasons for the growth of the volunteer program. Obviously large sums of money can be saved while more hands are provided to do the work of the school. Yet, there are other reasons cited for the growth in the volunteer program. Among these are the demands of teachers to be relieved of non-teaching duties, increased individualization of instruction and the desire of parents, as well as the community, to be involved in their schools at a meaningful level.

On the other side of the coin, there is open hostility by some administrators and teachers to the concept of volunteers in the public schools. They cite the inability to control the hours of the volunteers, the high turnover rate of volunteers, volunteers who pass on half truths to other school patrons in the community, the lack of professional training of volunteers serving in a highly complex and professional program, and lastly, the personality conflict of volunteers and teachers within the system.

One school system in the State of Ohio feels that it has solved the problems connected with volunteers. This is the North Olmsted City Schools. They report that there is far more to gain through the use of volunteers than there is to lose – the gains being in real educational advantages for boys and girls of their schools. It would seem that a major stumbling block to using volunteers in the public school is a lack of clear understanding of the role of the volunteer. This omission results in poor selection of volunteers to meet the criteria of a specific role.

In this journal, the authors, hopefully, have answered some of the questions concerning the use of volunteers, as well as offering some unique insights from direct experiences. Certainly, the volunteer program is here to stay and those who have the greatest understanding of the program will be able to utilize it most successfully and completely on behalf of the clients they serve.

AN OVERVIEW: VOLUNTEER USE IN PUBLIC SCHOOLS

by
Dr. Donald E. Overly

During the past few years, school administrators have placed greater emphasis upon acquiring teachers who possess considerable skill in instructional techniques. The abundance of qualified teachers has provided them with the opportunity to be more selective in obtaining teachers with a greater range of teaching skills. At the present time, House Bill 199 is being presented to the Ohio Legislature for their consideration of a mandatory five year program for undergraduate college students before certification will be granted. This extra year, if supported by the legislators, would be spent in public schools to foster the development and refinement of teaching skills. More time and money is also being spent by schools for in-service programs during the school year and in the summer months. All of this emphasis denotes better trained teachers who should be doing an improved job of assisting students in the learning process.

In spite of better trained personnel, the financial structure for schools in Ohio does not permit the number of teachers to be employed that is essential for more individualized attention. Consequently, teachers must continue to perform tasks that are necessary but are non-professional in nature. Taking time to perform tasks that are necessary but yet not professional reduces the time needed for responsibilities which require professional training. Professional obligations include diagnosing learning difficulties, determining what a student knows and what he needs to know, determining the appropriate materials for learning, grouping students according to particular needs at any given time, and answering individual student questions. It is especially important for teachers to be available to answer student questions and to provide individual guidance and direction when this help is needed by a student. To optimize the possibility of teachers accomplishing their professional responsibilities, a different structure is necessary beyond just a 20-1 or a 30-1 pupil-teacher ratio.

Dr. Donald Overly is Superintendent of Schools in Centerville, Ohio. He is also serving on the State of Ohio Department of Education Volunteers in Education Advisory Council.

One very feasible solution to this difficulty is to develop a volunteer program. A great deal of volunteer talent can be evidenced in any community. This talent can help hurdle the barriers that restrict individualization of instruction and personal attention to the unique needs of students in public schools. School employees must recognize that this reservoir of talent exists and must seek out this talent in many different ways.

I do not mean to imply that administrators have never recognized that considerable talent exists in virtually every community. Neither am I attempting to say that administrative cognizance does not exist relating to the possibility that this human talent may even look forward to an invitation to volunteer time and effort in the public schools. If this were the implication, there are certainly many instances of volunteerism in public schools that could serve as a more realistic and accurate view.

Volunteers have been used for several years to secure passage of operating levies and bond issues. Both men and women have gone from door to door to discuss the financial needs of schools, to answer questions, and to discuss issues, occasionally referring concerns and probing questions to administrators and board of education members. Many campaigns have been planned after community members have spent hours and hours of time expressing their views and helping to develop a strategy for a successful campaign.

The past has also evidenced wide usage of volunteer assistance in other ways. Library aides, library monitors,

and clerical roles have been quite common during recent years. People have assisted in these roles on a regular basis. Some have volunteered on a daily basis while others have committed their time for a portion of one day per week.

More recently, volunteers have been viewed in a different light. No longer are they restricted to library aides, clerical assistants, or persons who help to acquire funds for operating the schools or constructing needed buildings. This new role calls for recognition of volunteers as individuals who can play a prominent part on the educational team. Assistance is provided for staff diversification and role specialization for teachers.

Freeing the teacher for role specialization permits more effectiveness while working with students. This point was made very explicitly by the Institute for the Development of Educational Activities, Incorporated[1] when they stated "Utilizing volunteers allows the teacher to be much more effective with the group under instruction, while giving students in other groups a source of individual help. Through the aid of volunteers, the teacher is able to perform more diagnostic functions. Meanwhile, the volunteer works with various students on those skills which need to be strengthened using materials selected and prescribed by the professional teacher.

Schools which have utilized non-professional volunteers report that the teachers worked better and that dealing with student problems was enhanced. With two or more adults in the classroom, discipline problems and teacher fatigue are reduced.

Classes run smoother with a higher degree of purposeful activity. Teachers are relaxed and, as a result, are more effective. Subgrouping and scheduling of students for small group instruction becomes possible with students getting much more individual attention. In essence, volunteers in teaching and learning become for the students a helping hand guided by the professional arms of the teacher."

Implementing a volunteer program often involves many different people. This involvement is accomplished in a variety of ways. One type of involvement would be direct discussions concerning the concept of volunteerism. This type would be particularly appropriate for the staff since staff resistance could stymie a program from the very start. An atmosphere must be established that is conducive to volunteerism. The volunteers must see that staff members view their activities as significant contributions for the teaching-learning process. If a partnership relationship is felt by the volunteers with the teachers, success can usually be predicted for the program.

A second type of involvement relates to communication with community members, especially parents. Non-volunteer parents may misconstrue the intention of volunteer efforts. It is important that they interpret the volunteer role as one which does not replace the teacher. Volunteer activities must be viewed as a significant contribution to the well being of students beyond what could be done by the present staff. More individualized support can be offered to students so that we can come closer in helping students to reach their maximum potential.

Certain problems have been evidenced by some schools using volunteer assistance. Irregular attendance, a high turnover rate, and misuse of volunteers are the most notable problems. Good in-service meetings for teachers showing how to use volunteers most effectively are particularly helpful in reducing problems of this nature. A role description emphasized in the in-service meetings for both staff and volunteers should clarify the fact that volunteers will supplement what the teachers are striving for in the classroom. At the same time, volunteers must feel that they are partners in education and that they serve a very important function. Finally, appreciation shown by students, teachers, and administrators aids greatly in retaining reliable and effective volunteers.

In summary, the general aims of a volunteer program are to improve class instruction by lending assistance to teachers for more individualized approaches; to provide enrichment experiences for students through well qualified resources; to provide more attention to students' needs thus increasing their interest and motivation for learning; and to relieve teachers of many non-teaching tasks in order to permit them to perform more professional duties to help children learn. Other very important aims of the volunteer program include strengthening school-community relations through positive participation. A good comprehension of the strengths and problems facing the public schools can be developed among citizens, thus stimulating understanding and involvement in the total educational process.

[1] I/D/E/A, *Expanding Volunteers in Teaching and Learning Programs*, p. 7, 1972. Reprinted with permission of I/D/E/A, an affiliate of the Charles F. Kettering Foundation.

VOLUNTEERS SUPPLY A SUPPLEMENTAL RESOURCE TO SCHOOLS

by
Mr. Donald Dyck

Large classes, disinterested parents, and poor curriculum ranked in the top nine concerns held by persons interviewed in the fourth annual Gallup Poll of Public Attitudes Toward Education held in the spring of 1972.[1] Ranking these problems fifth, sixth, and eighth, respectively, this same sample also indicated that only slightly more than a third of the parents with children enrolled in the public schools had attended any meeting in the prior eight months whose purpose was to show how they as parents, could increase the interest of their children in school work, teach them how and when to do school work, and help in other ways to promote school success. These data point to a dilemma facing school administrators: aware of public concern, they are under increasing pressure to improve the schooling process. However, the public partnership has not been secured to the extent that might be hoped for. Instead, in the face of restrictions of local financial resources, legislatures have implemented accountability requirements and more recently, *Peter Doe vs. San Francisco Unified School District* highlights the increasing external pressures being placed on school administrators and teachers alike to improve the effectiveness of the educational program of the schools.

Is it possible to greatly improve the educational experiences of pupils within the school without commensurately increasing the resources available to them and their teachers? Probably in a few cases, but probably not as a general rule! Thus school leaders must become aware that there are available to them a large number of resources which will be *volunteered* by the public whenever those resources are appropriated by educators. Such resources may be much more varied, comprehensive and useful than many school administrators realize.

This article looks at these available resources in more detail. First, the school concerns of both the public and the administrator will be considered, followed by the consideration of an additional resource (volunteers) which can be *amalgamated* with existing scarce resources to resolve shared concerns. Second, reasons for involving the volunteer community segment will be viewed from both the *administrative* as well as the *community* point of view. This will be followed with specific examples of services and resources afforded by volunteers. Finally, some conflicts that arise or are anticipated by educators concerning the use of volunteers in the schools will be considered.

Mr. Dyck is an Evaluation Advisor for the Ohio Volunteers in Education project under Ms. Carol O'Connell. His experiences includes consulting with State Offices of Ohio, U.S. Office of Education and school districts in New York and Pennsylvania in areas of educational need assessment, evaluation and management information systems.

Some Contemporary Concerns

The 400 chapters of Phi Delta Kappa recently identified nine major educational issues. Two of them were "How Can Schools Improve Their Efforts To Meet The Changing Nature of Society And The Needs Of The Young?" and, "What Shall The Curriculum Include And How Shall It Be Organized?"[2] Although these are important, they do not come as a surprise. The school educational community has wrestled with these and many others for years. What is significant about such questions is that many people from inside and outside the educational community take these questions more seriously today than ever before. To wit, proposals for alternative schools have become a recurring issue.[3]

This clamor for alternatives requires an increase in the resources available to the students and teachers alike, resources which often take unconventional forms and are less easily recognized and assembled for instructional purposes than those used in the past. Others have turned to the use of volunteers to meet demands imposed by recent state

accountability legislation, by growing school-community relations concerns, by increased competition for human and material resources, and by the need for a "career ladder" entry into the teaching profession.

Some Specific Areas In Which Volunteers Can Serve The Schools

With the use of volunteers in the schools becoming more commonplace, some principles for school-community cooperation are in order.[4] These are:

*The cooperation effort (idea) is good
*Citizens must face the issues
*Technical expertise in educating lies in educator sector of the schooling partnership
*The Board of Education is the legal body
*Varied approaches are necessary
*Public participation is needed at all levels
*Study precedes action
*Community characteristics need to be considered
*Public participation must be developed and learned
*Leadership rests with school administration

All partners of the schooling process share important, different responsibilities in the volunteer effort which involves the community in the school.

The volunteer is *not* a teacher and the role of the volunteer is not to be responsible for teaching, for which we have paid, trained persons. The volunteer is never considered a substitute for a member of the school staff and is never expected to perform services that appropriately are performed by a teacher, specialist or administrator. Teachers are not *required* to supervise or use volunteers and the services performed by a volunteer are those needed and recognized as useful by the appropriate school personnel with whom the volunteer is working. At least six principles have been established to distinguish between volunteers and professional teachers.[5] These are tasks that volunteers should not perform:

*Diagnosing student needs
*Prescribing instruction programs
*Selecting appropriate materials
*Presenting or teaching content
*Counseling with students
*Evaluating student achievement and progress.

On the other hand, there are untold numbers of things that volunteers can do in the schools. Thirty types of activities suggested for volunteers in the school are listed below. They are categorized by the administrative task they support: school-community relations, curriculum and instruction, pupil personnel, staff personnel, physical facilities, and finance and business management.[6]

School-Community relationships:

1. School-community services – liaison functions, journalist services such as writing a newspaper article, cutting and filing clippings, . . .
2. School hospitality – receiving visitors, conducting tours, planning and conducting school social events, . . .
3. Crisis center – working with adjustment problems related to home and school environment under the supervision of teacher, counselor or school psychologist, . . .

Curriculum and Instruction:

4. Career motivation and orientation presentations, . . .
5. Laboratory technician – assisting in physical science class demonstrations, setting up and performing laboratory experiments, maintenance, inventory, supply, ordering, . . .
6. High school theme reader – read and check papers for skills indicated by the teachers, . . .
7. Classroom assistant – clerical, monitoring, reinforcement as directed by the teacher, story telling, . . .
8. Audio visual technician – distribution of materials, prepare materials, dry mounting prints, demonstrate equipment use, inventory materials and supplies, . . .
9. Departmental assistant – record keeping, inventories, attendance, typing, . . .
10. Library – clippings, circulation, processing, repairs, . . .
11. Special enrichment – travelogues, special studies, special interest groups, resource materials, . . .
12. After school program – special project assistance, tutoring, intramural athletics, materials design, . . .
13. Materials resource center – clerical, custodial, monitoring, . . .
14. Field trip assistant – group control, meals planning, supervision, resource materials, . . .
15. Special Skills – home making, foreign language, advance mathematics and sciences, . . .
16. Reading laboratory – assist instructor, prepare materials, monitor progress, . . .
17. Special education – assist in drills, speech development, pupil supervision, task analysis, correspondence to work – study placements, records, . . .

Pupil personnel:

18. Professional consultation – psychiatrist, sociologist, doctor, nurse, . . .
19. School health clinic – provide services under the direction of nurses, process records, health studies, . . .
20. Attendance office – home calls under the direction of an attendance officer, record keeping, . . .
21. Counseling office – clerical, monitoring, telephone service, employment information, registration, . . .
22. Testing office – administer tests, score, record, clerical analysis under the direction of testing officer, . . .

Staff Personnel:

23. Office services – duplicating mail service, credential processing, professional organization materials, professional day meeting preparations, . . .
24. Playground/Cafeteria/Study Hall – assist assigned staff members in supervising, . . .

Physical plant and facilities:

25. School security – stations at doors, lavatories, parking lot, banking receipts, . . .
26. Buses – supervise loading and unloading, pupil safety, . . .

Finance and Business Management:

27. School mail service, . . .
28. School Supplies – Stocking, delivering, distributing, inventories, . . .
29. Management consultation – attorney, business man, accountant, . . .

Other:

30. Task force and advisory committees – school finance, facilities planning, curriculum development, needs assessment, . . .

Some Conflicts Which Arise Over the Use of Volunteers in the Schools

No doubt as one goes through the suggested list of services which volunteers can perform in order to supplement the school program, the thought arises, "That would never work in this school district or at this school." Some of the services listed may not, not necessarily because they can't appropriately be done by properly supervised volunteers, but because the combination of volunteer-school personnel isn't a compatible one or because one or both of the parties involved brought with them unreal expectations for the situation. Conflicts do arise, and it is important that they receive appropriate attention in order to diminish a negative effect on the remaining volunteer efforts in the building or district.

One question concerns legal problems and liabilities concerning the volunteers' service to the school. O'Connell and Staub speak to that problem in this same issue of the *Administrator.* In general, it can be noted from the experience of others using volunteers that this problem occurs more in theory than in practice, and a carefully coordinated volunteer program will by and large have no problems in this area.

Some people have criticized white suburbanites for volunteering their services in schools with largely minority students on the basis that they are "do gooders" and really don't share a concern for the problems that the pupils face, don't identify with their life style and in general are not entirely helpful. On the other hand, volunteers from middle-class and upper-class neighborhoods provide minority children with contacts with people who are otherwise not found in the ghetto. The volunteer from the other side of town often brings in a cultural and educational background that is a vital stimulus to an underprivileged child. In the meantime, trust and friendship build up between staff as well as between minority children and the volunteer. As minority volunteers increase their volunteer services to schools serving minority children, it is reasonable to expect them to replace the volunteer from white middle class suburbia for at least two reasons: (1) minority children will probably relate better to their own adults and (2) outsiders may have unrecognized or unspoken limited expectations for minority children, a factor which has been shown to depress pupil performance.

Several professional doubts exist about the use of volunteers in supplementing the school program. Are they entirely dependable, consistent and accountable, three qualities an administrator can demand from teachers? The answer is not always; they aren't expected to be on an unpaid basis. But before one goes any further with the argument, recall that they are volunteering from interest and concern in most cases and that a well coordinated program with guidelines for absenteeism and adequate motivation and recognition for those who are faithful will not suffer from the above doubts.

In a recent debate on the topic of *paraprofessionals* in the school, it was pointed out that allowing other adults into the classroom threatens the autonomy of teachers and reduces them to second class citizens because it allows an "anyone can teach" concept to develop.[7] A response to the argument was that schools need individuals who *can* and *will* help to humanize the schools by assisting both students and teachers. The counter argument also stated that those who think the use of paraprofessionals subverts the professional role of educators need to do some more homework on the subject of successful use of educational paraprofessionals. The argument could just as easily carry over to the use of volunteers.

Another professional doubt raised about the use of volunteers to supplement existing school programs concerns the use of both paid paraprofessionals and unpaid volunteers in the same school system or building. There is obviously a difference in expectations held for the two types of persons in the kind of work done, the length of time worked and the frequency with which they serve. Making these expectations clear serves to eliminate the most related problems. Some of the more successful school programs for disadvantaged minority children use teachers, paid paraprofessionals, community volunteers, student volunteers from the high school and university student volunteers to enrich the curriculum many times over what could be accomplished with only the teacher and paraprofessional. There is obviously enough for everyone to do in our schools if we are really serving pupil's needs.

Another professional doubt concerns what administrators feel is interference from the community when it becomes heavily involved in the school program. The cliche, "Leave the educating to us who have been trained to do so," should never be an excuse for second quality school management. Instead, it should be the challenge to administrators to provide leadership in capitalizing on *all available resources* to supplement the basic educational program of the school. The fallacy of considering a school as a *closed system* or an isolated phenomenon in the community at large is that such a theory does not consider idiographic variables of the members nor does it consider or accommodate any external environmental factors or pressures.[8] On the other hand, an *open system* occurs when the organization is viewed in some sense as an instrumentality of the public it serves. There are, unfortunately, nomothetic dysfunctions which occur under the totally open system. However, somewhere between those two extremes, volun-

teers are one important source of interaction between the system and its environment.

A final professional doubt that may also arise concerns maintaining professional ethics and protecting the rights of pupils and staff in a situation where volunteers may have reason to acquire privileged information. The same problem has occurred with the use of paraprofessionals in the classroom and the solution is essentially the same; professional staff must be discrete in their use of privileged information with volunteers and an effective orientation and training program must be in effect in order to provide the volunteer with the ethical principles for dealing with such information. It has generally been the experience of those involved in using volunteers in the schools that their doubts have faded as the volunteers program got underway and that there is just no substitute for adequate training prior to placement in a position of volunteer service.

Conclusion

The search for an adequately open and systematic (in the systems analysis sense of the word) educational program generates the need for greater numbers of learning alternatives in the schools. These are needed in order to supplement and enrich the basic program rather than supplement or replace it. Volunteers provide one of the broadest, most accessible, and untapped sources of enrichment and learning alternatives that exist today. These volunteers serve as a link between the school and the community and in fact, when properly incorporated, volunteers in the schools may go a long way in providing the human resources needed by educators in order to alleviate many of the concerns presently held for our educational system.

Volunteers can serve in virtually every area of schools relating to various administrative tasks. The conflicts which arise from a legal point of view, from minority criticisms and from professional doubts are really less threatening than appear at first glance. All of them are a function of the coordination, training, orientation and human-combinations that occur in a program which has a high level of human resources and all of them can be resolved through good administrative practice. In all cases, the volunteers' time is valuable and care must be taken to treat them as first class contributors to the educational program of the schools. The need for a good developmental plan for the use of volunteers in the schools is clear if we are to make use of the increased time away from skilled, semi-skilled and professional work which they offer. Such a plan must be practical and realistic in terms of the needs of both the school and the human resources being volunteered.

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PROGRAM MODELS FOR VOLUNTEERS IN EDUCATION

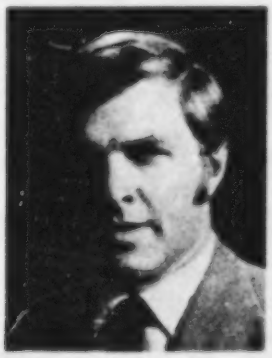
by
Mr. Dan Whitacre

Ohio is one of five states developing "Volunteers in Education" projects. These projects are funded by the U.S. Office of Education and will serve as prototypes for other states. These projects are based on the development of a systematic process which provides identification and training of volunteers, preparation of specific materials, and specific program information. Educators will then be able to make more effective and efficient use of the potential volunteer resources that currently exist in their school district.

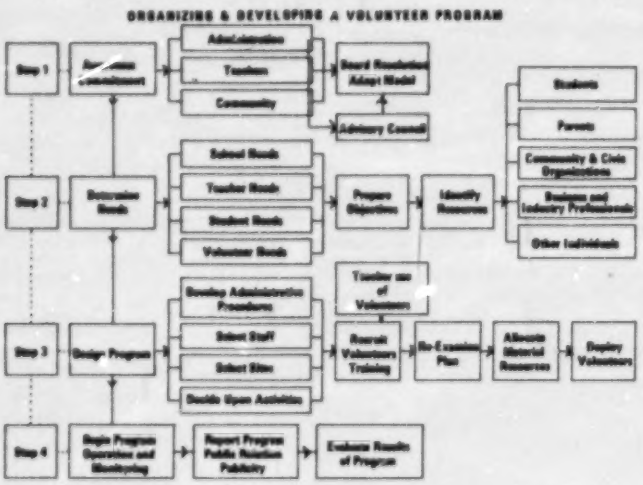
Ohio's project, under the direction of Ms. Carol O'Connell, project director, Mr. Daniel Whitacre, project advisor, Mr. Don Dyck and Mr. Arnie Skidmore, project evaluators, has developed materials and process and program models for a wide range of volunteer programs.[1] A statewide linkage system of 96 liaisons in each of the 88 counties as well as the 8 major cities in Ohio has provided a means for the initial dissemination of information and support of developing volunteer programs. An advisory council has further refined the materials and policies that have been developed to provide direction for both the formation and a more comprehensive development of volunteer programs.[2] It is felt these activities have encouraged numerous school systems in Ohio to increase the number of volunteers, the number of volunteer programs, and the initial utilization of volunteer services supporting a variety of educational programs.

The models that we have designed are of two types: 1) Process and 2) Program. These models may serve as statements of intent and provide: planning, organization, implementation, evaluation, and revision procedures in a well defined and comprehensive manner. The use of models will also provide a means for comparison of programs to determine the effectiveness and unique aspects of a specific approach. A defined program model will provide a guide or blueprint for replication of a successful program.

The process model provides an opportunity to anticipate the interrelationship of all aspects within the school - community and challenge the "mindlessness" that Silberman identifies as being a characteristic of many school districts.[3] The following process model for organizing and developing a volunteer program is based on the process model developed by the staff of the Volunteers in Education Program, National Center for the Improvement of Educational Systems, U.S. Office of Education.[4]



Mr. Daniel L. Whitacre is the Assistant Director of the Central Ohio Educational Research Council and a doctoral candidate at The Ohio State University. He is the program advisor for Project Reachout – Volunteers in Education of the Ohio State Department of Education, and program consultant to Annehurst Elementary of Westerville City Schools – A School For Tomorrow – E.S.E.A. Title III project.



The process model has four main components: 1) **Awareness-Commitment**, 2) **Need Determination**, 3) **Program Design**, and 4) **Program Operation and Management**.

Awareness-Commitment: If the school – community becomes fully aware of both the potential services available and the need for these services a commitment for volunteer programs will develop. A continuous and comprehensive approach for volunteer programs will receive thoughtful consideration as indicated by:

1. The support of the Board of Education through a resolution in support of volunteer programs.
2. An advisory council established to prepare overall volunteer program design and policies.
3. Positive public opinion toward volunteerism.
4. Volunteer activities viewed as a significant contribution to the educational experience of students.
5. An atmosphere conducive to utilization of volunteer services on the part of administrators, teachers, students and community.
6. The lay community's willingness to provide time, talent, and skills through a personal commitment to volunteer programs.[5]
7. School personnel sensitivity to the utilization of volunteers.
8. The extent of the cooperation of the building principal and his faculty and staff for specific programs based on need determination.
9. The determination of the legal status of volunteers for liability insurance.

Need Determination: Identifying needs is critical if we are concerned about program priorities. Need identification will indicate the specific types of programs, the extent of programs both in terms of certain students, numbers of students and/or specific needs per student. We also should note that there are school needs, teacher needs, and volunteer needs to be considered when we establish priorities. If we are able to match these various needs more closely, we will provide both a productive program as well as positive reinforcement for the people receiving and providing volunteer services. The process of need identification might utilize the following:

1. Determine the difference between the various school programs' intention of accomplishment and what they are currently accomplishing.
2. Determine if the difference can be influenced by the utilization of volunteer services.
3. Determine a priority for specific needs and specific programs to meet these needs.
4. Determine what needs the volunteers have (wanting to be with young children, wanting to do clerical services to sharpen their skills, etc.).
5. Prepare the specific objectives of each volunteer program.
6. Identify the resources available in the community from the "total community" rather than one group or organization.
7. Attempt to match the various needs so a mutual positive result will occur.

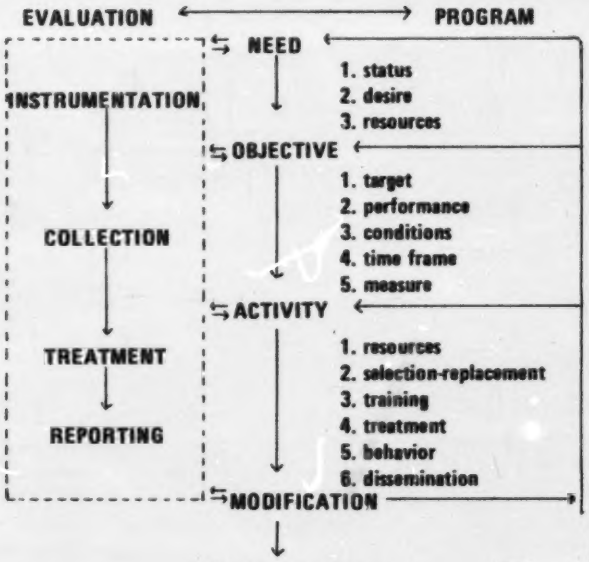
Program Design: Program design is based on the specific objectives that you plan to meet rather than a potpourri of "good works". Many successful volunteer programs result when expectations, means, and results are understood by all parties concerned.[6] The following procedures will assist in program design:

1. Define for school personnel and volunteers their specific tasks and roles for a specific program.[7]
2. Develop specific policy guidelines for specific programs.
3. Appoint a coordinator for volunteer programming.
4. Plan appropriate training sessions for volunteers and for teacher utilization of volunteers.
5. Recruit volunteers through the use of a variety of media to communicate the relevance of the program to potential volunteers.
6. Orient and train the volunteer for the job including an overall understanding of policy and procedures as well as the specific skills that may be necessary.
7. Select individuals to serve as volunteers through a close matching of volunteer talent and needs with teacher, student, and school needs.
8. Allocate volunteers based on providing sufficient resources to both insure program success and to provide a back-up for absenteeism.

Program Operation and Management: The administration of a program is now guided by policies, procedures and specific objectives that have been defined.[8] The utilization of evaluation procedures will provide information necessary for both process and product assessments. Motivation, recognition and publicity generate future participation as well as increased understanding of school programs. Program operation and management aspects are:

1. The operation of the program should have well defined starting and stopping dates.
2. Supervision and coordination are the staff responsibilities in initiation, monitoring and maintaining the program.[9]
3. Evaluation procedures provide information to develop, refine, and recycle effective programs.
4. Evaluation of both the results of the program and the means by which these results have been obtained is essential for program assessment.
5. Motivation and recognition activities help maintain volunteer, teacher, student, and administrative involvement and support.
6. Public relations and publicity provide a means to increase the understanding of the program.

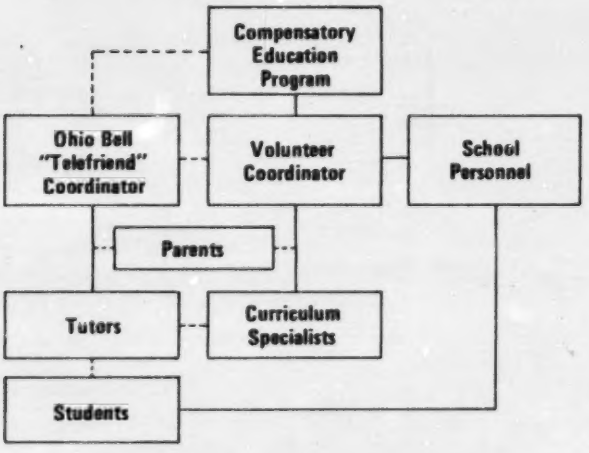
An overall evaluation model developed by Don Dyck, project evaluator, would be helpful if applied to the four components of the process model: 1) **Awareness-Commitment**, 2) **Need Determination**, 3) **Program Design**, and 4) **Program Operation and Management**. This evaluation model provides information for decision making as program development is taking place.[10]



There are currently a variety of volunteer programs throughout Ohio with specific characteristics. Further information will be provided in the State of Ohio Volunteers in Education Guidebook currently being developed by the project staff.[11] The following selected models were chosen for their wide range of design rather than the specific service provided by the volunteers.

These models have various unique characteristics, strengths and weaknesses. We believe there are advantages to starting with a model or program intent and then revising it if the program so evolves. One of the main advantages of a program model with notations is that the interrelationship of various elements can be readily understood.

BUSINESS-INDUSTRY MODEL



Unique Characteristics:

A. School system pays for services of certificated staff.
B. Employees of business provide tutorial service.
C. Students are transported to business facilities after school hours.
D. Central office staff provides training for tutors.
E. School system and business provide materials.

Strengths:

A. Business-school community relationship is established.[12]
B. Teachers visit tutorial site.
C. Principals and Guidance Counselors select students who will attend.
D. A diversified program is offered.
E. A reward system is utilized for participation.

Weaknesses:

A. Transfer of employees and loss of trained tutors.
B. Program not large enough to accommodate all students who need this type of assistance.
C. Limited funds for materials and certificated staff payment.
D. Transportation needs.

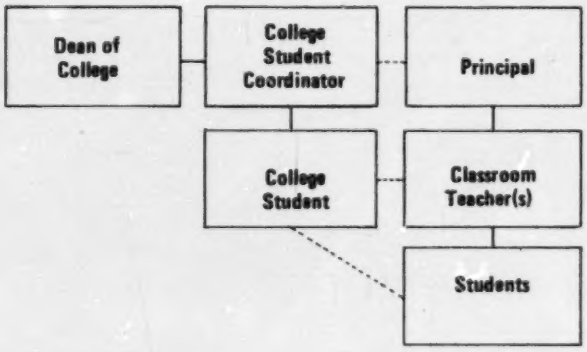
Currently Being Utilized:

Cleveland City Schools

Contact Persons:

Ms. Cynthia Burks, Cleveland City School
Ms. Marlene Tighe, Ohio Bell, Cleveland

COLLEGE STUDENT MODEL



Unique Characteristics:

A. The elementary education major has a direct experience in a public school during his junior year.
B. The student reports to a specific school for one semester (morning, daily).
C. The following semester the student begins his student teaching at the same school.

Strengths:

A. Student is actually involved in the teaching process rather than only observing.
B. Student is able to participate in a team effort.
C. There is the opportunity to observe at all levels of instruction.

D. Participation in student teaching becomes more meaningful.

Weaknesses:

A. The break in the school day to return to campus for course work.
B. Feedback from campus coordinator to and from the school.

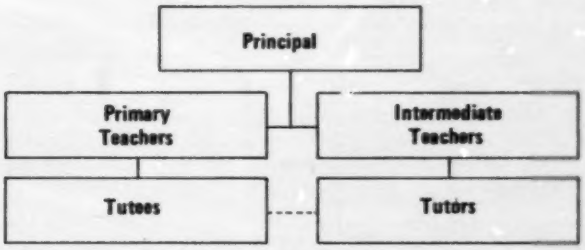
Currently Being Utilized:

Ashland College

Contact Persons:

Dean of Education, Ashland College
Ms. Elaine Grant, Ashland College

ELEMENTARY STUDENT TUTORS MODEL



Unique Characteristics:

A. Intra-school and inter-class groupings.
B. Capitalize on unique skills of older students to assist younger students.[13]
C. Reenforce basic skills of some older students as well as those of younger students.

Strengths:

A. Enrichment opportunities available to all students.[14]
B. Total staff and student involvement.
C. Promotes total school cohesiveness.
D. Constructive use of students' time.
E. Reenforcement activities increased for both older and younger students.

Weaknesses:

A. Loss of interest on the part of some tutors.
B. Personality conflicts between some tutors-teachers and some tutors-tutees.
C. Teachers need to provide time for planning tutoring activities.

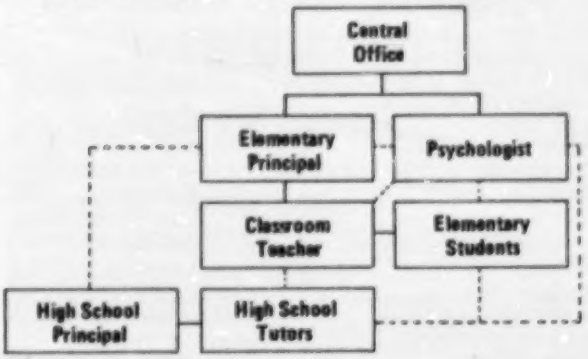
Currently Being Utilized:

Northmoor Elementary School, Montgomery County, Englewood, Ohio.

Contact Persons:

Ms. Joan Smith, Dayton
Mr. George Dietrich, Englewood

HIGH SCHOOL STUDENT TUTORS MODEL



Unique Characteristics:

A. Each building principal recruits tutors with staff.
B. Each building principal organizes own orientation.
C. Classroom teacher trains tutor assigned to her.[15]
D. The purpose is strictly tutorial.
E. Utilization of school psychologist as coordinator of program.

Strengths:

A. Individual attention from one specific person is provided.
B. Staff involvement tends to encourage thinking in terms of individuals.
C. Self-image of tutors improved.
D. Closer staff cooperation and involvement through this type of planning.

Weaknesses:

A. Pressure of school work assignments may cause tutors to stop or not apply.
B. Some parents object to letting H.S. students give up their own time.
C. Teachers following through with supervision and guidance.
D. Assuming the tutor can do more than he is able.

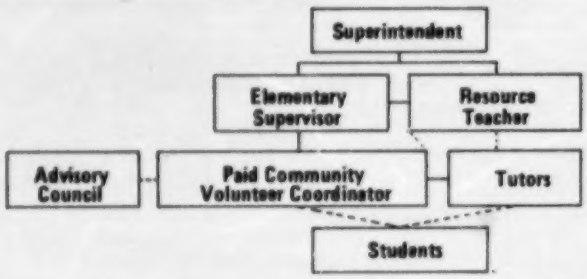
Currently Being Utilized:

Lancaster City Schools

Contact Person:

Mr. Ralph Clum, Lancaster

COOPERATIVE COMMUNITY ORGANIZATION MODEL



Unique Characteristics:

A. After-school and evening program – four days a week.
B. Paid certificated teacher serves as resource teacher.
C. Volunteers from community and college.
D. Originated outside of public school system.
E. Paid Volunteer Coordinator for the program.

Strengths:

A. Having a resource teacher assigned to the tutorial program.
B. The organizational structure provides a cooperative school-community relationship.
C. A paid fulltime coordinator for the program for continuity and consistency.
D. Commitment of administration.
E. Central location of facility.

Weaknesses:

A. Limited to certain students.
B. Limited to one-hour.
C. Transportation of some tutors.
D. Consistency of some tutors.

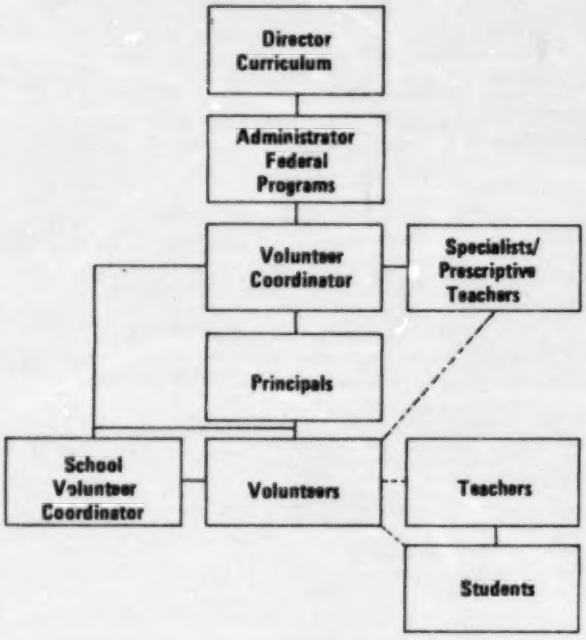
Currently Being Utilized:

Zanesville City Schools

Contact Person:

Ms. Dorothy Briggs, Zanesville

CENTRAL VOLUNTEER COORDINATOR MODEL



Unique Characteristics:

A. Diversification of placement and programs.
B. Direct lines of communication to promote a personalized program.
C. Attrition rate of volunteers less than 10%.

Strengths:

A. Personal contact.
B. Direct communication with principals.
C. Strong-positive administrative support.
D. Through volunteer office community is informed of school needs and operations.

Weaknesses:

A. Training of volunteer and teacher as a team.
B. Volunteer's commitment of time.
C. Monitoring of school coordinator's operation.

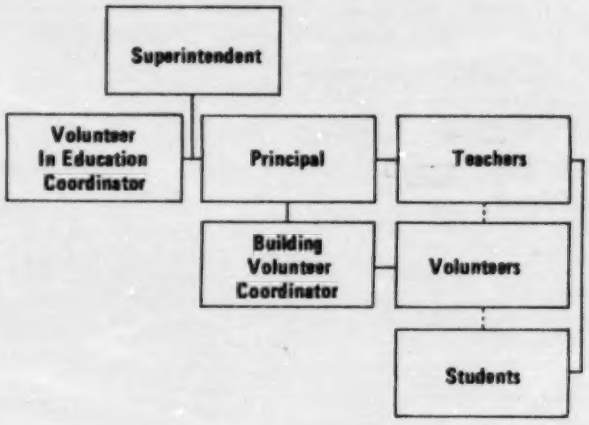
Currently Being Utilized:

Canton City Schools, Canton

Contact Person:

Ms. Shirley Jacobs, Canton

VOLUNTEER COORDINATOR MODEL



Unique Characteristics:

A. Program pilot is in one elementary school, utilizing selected individuals.
B. May be placed with a team or an individual staff member and observed regularly.
C. Intensive evaluation.
D. Volunteers used three ways:
   1. Classroom – direct contact with students and teachers.
   2. Building – serves in cafeteria, playground, office, guidance, speech, music, etc.
   3. Home – school related tasks and projects, e.g. preparing behavior modification rewards.

Strengths:

A. Method of selection of volunteers.
B. Staff acceptance of volunteer services.
C. Control of program by Volunteer Coordinator.
D. Positive Administrative support.
E. Intense Community interest.
F. On-going Community-Relation.

Weaknesses:

A. Peer group pressure to be "in."
B. Selective program does not provide for an effective dismissal procedure.
C. Competition among volunteers for prestigious jobs.

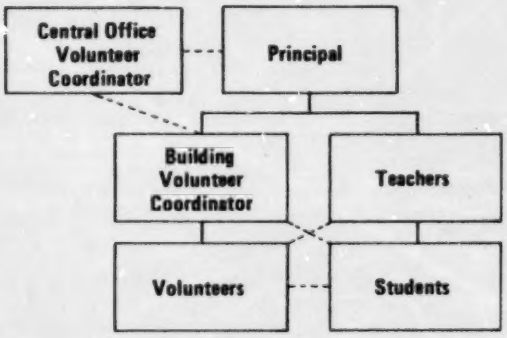
Currently Being Utilized:

Heath City Schools

Contact Person:

Mr. B.C. Booth, Heath

PAID BUILDING COORDINATOR MODEL



Unique Characteristics:

A. Specific role expectations are established due to full-time paid arrangement.
B. One person is responsible for the overall development and implementation of programs.
C. Utilization of volunteerism is greatly increased within the community.
D. Continuity of program is possible plus the initiation of new ones.
E. Staff development emerges as a cooperative process.

Strengths:

A. Continuity of program.
B. Opportunity for multi-program design.
C. Greater utilization of potential volunteer services.

Weaknesses:

A. Relying on one person to direct the programs.
B. Paying a person to do similar tasks that a volunteer might do to a lesser extent.
C. Lack of time to monitor program by central office staff.

Currently Being Utilized:

Columbus City Schools
Centerville City Schools

Contact Persons:

Ms. Frances White, Columbus
Ms. Mary Windbush, Milo School, Columbus
Dr. Don Overly, Centerville City Schools

Let's take a closer look.

Although each of the program models has specific strengths and weaknesses, the paid full time building coordinator appears to offer overall advantages.

The building volunteer coordinator functions in a line relationship with the building principal and in a staff relationship with the staff. After the needs are determined – types of volunteer services to be utilized, the responsibilities of support personnel such as audio-visual coordinator, librarian, specific teachers or administrators – the building volunteer coordinator has the responsibility of initiating and coordinating the volunteer components.

These components include recruitment of volunteers, selection and placement, orientation and training, supervision and coordination, motivation and recognition, public relations and publicity, budgeting and funding, and record-keeping and evaluation.

The building volunteer coordinator functions according to three priority levels: first, the development and implementation of the various volunteer services; second, direct involvement with the various services in times of temporary overload or absence of a volunteer who cannot be replaced; third, performance of routine tasks to support school administrative functions.

The role expectations of each of these three levels need to be clearly defined and understood by administrators, staff, teachers, volunteers and the coordinator himself.

Establishment of target percentages is necessary for the amount of time to be expended in each of these three levels. The percentages should be determined early in the program and concise time studies performed during the school year – perhaps during one week each month – to check the actual time expended in each level.

Realistic percentages that have been used by school systems are 60 to 70 percent for the first level, 20 to 30 percent for the second level and 10 to 20 percent for the third level. There is a tendency to rely upon the volunteer coordinator to perform a number of routine tasks; therefore the time study is a necessity.

Six specific advantages can be given in support of the full-time volunteer coordinator method of administration. First, one person becomes responsible for all volunteer program needs. Second, resources necessary for the development of various volunteer services can be more effectively and efficiently utilized. Third, under this method, volunteers have a greater opportunity to transfer from one program to another to meet changing needs and better utilize volunteers' talents. Fourth, the consistency of voluntary services is improved through the constant support and supervision of the coordinator. Fifth, the coordinator can

work directly with any one of the services as an overload occurs before additional volunteers are necessary. Sixth, the increase of volunteer services – both in number of hours and types of services – will more than compensate the cost of the paid coordinator. This is dramatically illustrated when records indicate $10,000 to $15,000 in additional volunteer services compared to a $5,000 to $6,000 coordinators' salary.

Conclusions:

We believe that the utilization of both a process model and a program model will significantly increase both the effectiveness and efficiency of volunteers in educational programs. Further, it may be one means to make available the human resources necessary to provide students with educational experiences that will be both productive and meaningful.

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LEGAL ASPECTS OF VOLUNTEER UTILIZATION

by

Ms. Carol O'Connell and Dr. W. Frederick Staub

Boiled down, there are two major legal questions about school volunteers which concern administrators:

1. What liability, if any, may school districts or their employees have for tortious acts of their volunteers?
2. What insurance coverage may/should school volunteers have, and how can it legally be obtained?

Mainly, the authors discuss these two, without implying by omission, that there are not certainly other legal, curricular, and staffing ramifications relative to the use of educational volunteers.

In Ohio, the principle of sovereign immunity of the state and its agencies still seems to prevail, so it is unlikely that the school district would be held liable for the tortious acts of its volunteers. However, administrators and teachers could be defendents in suits involving their schools' volunteers, and if circumstances warranted be held accountable for adjudged tortious acts of volunteers presumed to be working under their direction. Since most Ohio administrators and teachers presumably have liability insurance, they would be afforded a measure of protection. To reduce the possibility of an adverse decision, or indeed of court action itself, there are several things which can be done, and these are detailed later in the article. These can be interpreted better, perhaps, if some perspective is gained about the status of volunteerism both nationally and in Ohio.

Dr. Staub is Professor of Education at The Ohio State University. He served as director of Lakewood Academic Center, was staff associate with Midwest Administration Center at University of Chicago, and also visiting Professor at the University of Southern California and Colorado. He has written many books and articles.

Ms. O'Connell is the Reading Consultant for Volunteers in Education Coordinator. She has written many books and publications. She is also Conference Director of Volunteers in Education Liaison Workshop.

Volunteerism, a New Social Concern

Fifty-five million Americans contribute time to benefit others. This group produces a cadre of human resource called volunteers. Volunteerism has always been a part of the American heritage and as we approach the Nation's bicentennial we are experiencing a rebirth of a new social concern for others. Among these volunteers is the burgeoning number of human resources serving in schools. It is estimated that more than 2,000,000 educational volunteers are working with five-million school children throughout the country.

Educational volunteers are steadily being recognized as resources that can bring varied and multi-learning experiences to the school scene. The position of the educational volunteer is one of support and mutual assistance in the educational process. This kind of participation may yield many dividends for the student, teacher, administrator, and volunteer. For the student it is learning the spirit of volunteerism by being the recipient of a voluntary act; for the teacher it is a fulfillment of her/his role as facilitator of learning; for the administrator it is the opening of a new dimension in school-community relations; for the volunteer it is the knowledge that a skill shared and the time given has helped another to progress toward some academic and/or vocational goal.

The trend of assigning status to the role of the school volunteer is gaining momentum on a national scale. New York, California, and Iowa have taken the leadership with the enactment of legislation to provide volunteers with the same liability protection as teachers. The states of Washington and Illinois have designated volunteer offices at the State Department level to act as clearinghouses for volunteer services representing all governmental agencies. Ohio is approaching its third year in a pilot program to develop a prototype for other State Departments of Education in the organization and planning of volunteer programming. Colleges and universities, such as the University of

California, at Berkeley, and the University of Georgia are offering graduate credit in volunteer administration.

Cooperative efforts are being initiated between the National Center for Voluntary Action, headquartered in Washington, D.C., and the National School Volunteer Programs, Inc. These two organizations hope to develop effective strategies to introduce new legislation, support bills recently introduced, and investigate general insurance plans that would benefit volunteers.

Some General Promising Developments

With volunteerism so much a part of our nation's history, and with its current upsurge, it may be useful to look at some groups outside education whose experiences can offer clues for educators. Hospitals, fire and police departments, the courts, and the Red Cross, to name but a few, have long had volunteerism as an important component of their operation. Each has confronted the basic problems of protection for the enterprise as well as insurance coverage for its volunteers. The avenues most frequently used are enabling state legislation to provide coverage for volunteers under Workmen's Compensation with the legality of expending public moneys to contribute to the cost of such coverage and the development of specific plans for liability protection. For example, the Red Cross has developed its own comprehensive insurance program to cover its volunteers. More recently, the National Center for Voluntary Action, 1735 Eye Street, N.W., Washington, D.C. 20006, has been developing a coverage plan which can be made available to volunteers at low cost. The NCVA has also worked cooperatively with the PTA to develop means for legally purchasing such insurance, since this would be a problem in states whose legislatures have not granted school districts express permission to expend public moneys for such premium payments.

Implications for Ohio's Administrators

Given the current and historical position of Ohio relative to sovereign immunity and to the need for express legislative authority to spend public moneys for insurance coverage, there are several suggestions offered for consideration. These are based on the assumption that there is an interest in expanding volunteerism in the schools and that such expansion will be facilitated by providing maximum safeguards to the school districts and their certificated employees as well as for the volunteers who serve with them. Basically, the task is to develop a "good faith" environment by adopting and practicing policies and procedures which become prima facie evidence of foresight and prudence. The development of policies and procedures should follow a resolution adopted by the school district's board of education. We believe this board resolution will be strengthened if it is preceded by careful developmental work, of an advisory nature, which has involved students, teachers, lay community members, and administrators.

In formulating the written policy and procedures, the school administrator should develop clear statements to govern the initiation, implementation, and maintenence of the volunteer program. The policy and procedures should provide direction, be flexible enough so that they can be interpreted by the prudent-intelligent person, and be applicable to job expectations and responsibilities. By providing guidance at the onset of the program, it will help to dispel some of the trepidation concerning liability. The more structured the program, the more secure one might be in administering the volunteer program.

The most comprehensive policy and procedures statements should reflect strategies relating to these components: RECRUITMENT; SELECTION AND PLACEMENT; ORIENTATION AND TRAINING; SUPERVISION AND COORDINATION; MOTIVATION AND RECOGNITION; PUBLIC RELATIONS AND PUBLICITY: BUDGETING AND FUNDING: RECORDKEEPING AND EVALUATION. Using these components as a guide and basis for the formulation of the policy and procedures, one could be reasonably assured that an effective volunteer program would evolve.

One is reminded that a volunteer is always *under the direct supervision of certificated staff.* It should also be reiterated in writing that the volunteer serves to support and assist the professional staff.

When the policy and procedures are formulated, understood, and accepted by the staff, the aforementioned components of *orientation and training* should be implemented. The volunteer is oriented to these policies and procedures as they relate specifically to his position and is trained for the job for which he/she was recruited. Further, it is the responsibility of the school administrator to follow through with continuous interpretation of the established policy and procedures so that the outcome of volunteer participation will be positive and productive.

Succinctly, policy and procedures should be formulated, adopted, and interpreted so that the status of teachers, administrators, and volunteers is clear to all concerned. When the school volunteer program is approved through a Board of Education adopted resolution, and followed with written policy and procedures, there is far less likelihood of encountering legal problems.

Following is an example of a policy statement:

> It is recognized that the utilization of human resources can assist in the improvement, expansion, and equalization of education. The human resource capital in this school may be involved in such roles as clerical, technical, and classroom assistants; as monitors, tutors, and special assistants throughout the school. Through the utilization of community and student volunteers, expanded learning experiences, including individualized and personalized attention, may be provided to meet the unique needs of students. Further, it is believed that school-community relationships will be strengthened by utilizing the human and material resources indigenous to this area.

Procedures concerning the functioning of the volunteer program logically should follow from the policy statement. The specifics of the job descriptions and role definition are contained in the procedure section.

The policy and procedures should shape the type of program, method of operation, and extent of involvement of the volunteers serving a particular school. In preparation of

these written statements the school administrator might be guided by these two points:

1. Anticipate the potential legal ramifications at the initial stages of program development.
2. Obtain the advice of the Board's legal counsel as the policy is formulated and procedures stipulated.

Some Postscript Notions

The "good faith" environment, mentioned earlier, is the key item, we believe. It would be easy for the policy and procedures we advocated to create the trappings of bureaucracy to such an extent that the "heart" might be taken out of the volunteer movement. Such could happen if the program took on too rapidly or too uniformly the legal specificity of Ohio's provisions for paraprofessionals and paid educational aides. This can be avoided if each district works on its own unique guidelines for the development and operation of its own program.

To end where we began, the two problems involving liability of the school district and its volunteers can be met in several ways. The pioneer legislative experiences of such states as New York, Iowa, and California can be studied for possible application to Ohio. The existence or the promise of an enriched learning environment, however, enhances the development of sound school law. In the meantime, such avenues as the following are open. Many of Ohio's volunteers likely have comprehensive homeowner's policies, which upon request, and at low cost, could have attached riders covering the policy holder as he performs his volunteer activities. This suggestion takes on added significance when one considers the likelihood that not all volunteers perform their service within the school setting. Rather, it is assumed that many do this in their own homes or in their places of business. As a consequence, the volunteer service to students is probably not performed in the physical presence of the teacher or administrator, who is considered to be that volunteer's supervisor. In this respect, the volunteer-student relationship is somewhat akin to that which exists in a field trip. In that case, the argument might be made that the student is in a position similar to that of the invitee. Thus, a real duty of care is owed the pupil by the volunteer, and the latter performs this role in a much more protected fashion if he has been well-oriented to his function by the supervising school official and if he is personally covered by a provision of his own homeowner's policy. Since different aspects of coverage likely exist, from company to company, maximum protection is afforded if the volunteer works out a coverage rider with his own agent, after carefully detailing the specifics of his volunteer role and functions. Some volunteers undoubtedly do not have such policies, nor would they care to or be able to purchase them. Whatever the reason, the participating school district may wish to work out a plan with the PTA, for example, for premium payment of a policy such as that developed by the National Center for Voluntary Action, which was referred to earlier.

As is true in the whole area of liability, historically, the keys are still foreseeability and reasonable prudence. If school districts develop, follow, and improve policies and procedures, as advocated, we believe that Ohio can continue to provide leadership, with a minimum of legal risk, in this promising area of volunteerism.

EVALUATING THE USE OF VOLUNTEER RESOURCES IN THE SCHOOL

by
Mrs. Rosemary Johnson

As our educational structure becomes more complex, volunteers are becoming a more permanent entity of our school systems. There is seemingly no school program – curricular or non-curricular – in which volunteers can't be used effectively. There should, however, be some evidence that the objectives and purposes for which the program was planned are being attained.

How does one establish criteria for determination of the effectiveness of volunteer resources? It seems that the following six questions are of vital importance:

1. What are the goals of the program?
2. Which children are to benefit from the program?
3. What duties are to be performed by the volunteers?
4. Who are to function as volunteers?
5. What time schedule will be most conducive for those involved?
6. Who will assume the responsibility for the volunteers?

Outcomes, results, and behavioral changes are among the most illusive to measure. Yet, the goals must be specifically and clearly stated. Is the purpose to change students' negative school attitudes or poor self-concepts? Is it to provide individualized tutoring for the underachieving students? Is the purpose to relieve the teacher of nonprofessional duties? Is there a need for communication to be strengthened between the home and the school? What about the image that the community has of the school?

Is it a positive one? Is extra help needed for the passage of a school levy? Whatever the goal, the school administrator and/or staff must make a decision, keeping in mind that the overall goal is to improve the educational opportunities for all children.

Obviously, all children do not need the services of volunteers. But, who makes the determination? Is it the classroom teacher, the counselor, the parent, or other auxiliary personnel? Will service be available to children on all grade levels? Would services be limited to those who are achieving at grade level?

The effectiveness of a volunteer program depends to a certain degree on the quality of its volunteers. Will it be profitable to use persons who will require extensive training? Are professional teachers available? Will parents, housewives, or community personnel be better able to strengthen the school-home relationships? Will the children relate better to college or high school students? Should the program be initiated by the school or persons in the community? Questions such as these need to be considered in the initial planning stage if the final evaluation is to be comprehensive.

Much confusion can be avoided if a volunteer knows what he can and cannot do. The U.S. Office of Education has set up seven principles that distinguish between professional and non-professional personnel.[1] The following are professional tasks:

1. Diagnosing of student needs
2. Prescribing instruction programs
3. Selecting appropriate materials.
4. Presenting or teaching content.
5. Counseling with students.
6. Evaluating student progress and achievement.
7. Initiating, determining the why, the how, the where, and the when.

A job description, therefore, is vital so that the volunteer will know exactly what he is to do. One should also keep in mind that volunteers should not solely be used to perform whatever tasks are deemed undesirable by school personnel.

Mrs. Rosemary Johnson is a graduate assistant in the Department of Educational Administration at The University of Akron. She received her B.S. from Indiana State University and her M.S. from the University of Akron.

The teacher is the one who should decide with the volunteer which blocks of time will not interfere with the regular academic schedule. The volunteer's free time must also be taken into consideration. It is very likely that many of them will have children and/or other family responsibilities.

A volunteer will be more likely to relate to the school setting if he is assigned to a particular person. This will also provide an opportunity for him to voice any concern he may have about the program.

Evaluations are often considered costly in terms of time, money, and personnel. However, any program worthy of being initiated is worthy of being evaluated. The school administrator and/or staff must decide which kinds of measurement will best fit the goals that have been predetermined. Listed below are 10 types of appraisals that can be used:

1. Classroom observations.
2. Anecdotal records kept by the teacher and/or volunteer.
3. Pre- and post attitudinal tests.
4. Lessened frustrations of teachers as nonprofessional workloads diminish.
5. Achievement tests – From the viewpoint that a change from a negative to a positive attitude in the student has caused him to want to achieve.
6. Case studies.
7. Records of student absenteeism.
8. Volunteer reactions to the program.
9. Teacher reactions to the program.
10. Dependability of the volunteers.

By no means is this list meant to be conclusive, but it does provide a framework from which one can begin.

[1]Carter, Barbara and Gloria Dapper. *School Volunteers.* New York: Citation Press, 1972, p. 16.

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